

NUMBER FIVE

The Dayton Bureau of Municipal Research Finds Against A Municipal University

Good Colleges and Universities Are
Numerous

Cheap Universities are Already Too
Abundant

The Toledo Municipal University
Adventure, A Warning

Junior College Under Board of Educa-
tion Advised

Excerpts from the Dayton Report, with Toledo Notes

Toledo editors are largely responsible for the Toledo University, the breeding place of socialism and treason. This city is paying out thousands of dollars (\$150,000) to maintain an institution that has little to commend it while the public streets go unswept, and filth is piling up in the alleys because of an empty treasury.

—EDITORIAL TOLEDO TIMES MARCH 8, 1917

Macomber, Albert Everett

Bureau of Municipal Research Submits Report Outlining the Course for Higher Education in City. City University Plan Not Given an Indorsement.

City Has More Pressing Needs, Says Committee on Report

Junior College Is Suggested

That a municipal university as a charge upon the community is not considered desirable in Dayton at this time is the gist of the report made Friday evening by the school committee of the board of trustees of the Dayton Bureau of Municipal Research to the committee of inquiry on municipal university recently appointed by the board of education. * * * *

The report in conclusion says that considering enrollments elsewhere the fact that there are already several colleges in the Miami Valley, that there are three first-class universities nearby, that a large proportion of students would undoubtedly continue to go elsewhere, it is probable the enrollment would not approximate for full time students even half the number of high school graduates who will go to college. * * * *

One of the most important objections to the establishment of a municipal university at this time, according to the report, is that the city has a large number of unsatisfied but pressing needs, which require the attention, study and moral and financial support of the citizens and needs no extended itemization at this time, it states. They include flood prevention, grade crossing elimination, new city hall, municipal hospital, more parks and playgrounds, etc.

Schools are also very much in need of more money for buildings and operation, it is stated. * * * *

Of the three municipal universities now in the state, only Cincinnati can be said to be noticeably successful.

There are 42 colleges and universities in Ohio. Three of the most important and seven of lesser importance are within two or three hours' ride of Dayton.

Many Ohio colleges are small and weak. Dayton should be careful not to add another to this list. * * * *

A junior college is an alternative worthy of consideration.

An alternative program to a municipal university is: (a) Improvement of existing schools; (b) reorganization for better vocational training; (c) encouragement and extension of co-operative courses; (d) determination of possible values of junior high schools; (e) establishment of junior college.

Dayton has several unsatisfied needs which may be said to compete with a university for consideration—flood prevention, city planning, elimination of grade crossings, parks and play-grounds, sewage disposal, new city hall, central police and fire stations, city abattoir, etc.

The schools also need more money—in nearly every phase of their work there are unsatisfied needs.

It seems, however, from the evidence at hand, that the disadvantages of a university will outweigh the advantages at the present time. * * * *

The committee which met Friday night was appointed several months ago by the board of education to go into the matter of the feasibility of the establishment of a university for the city. The question was given thorough and careful attention, every phase being investigated.

The report covers every detail, the survey made being of an exhaustive nature. The statement is made that with sufficient endowment the matter would be opened for discussion from a new angle as many of the objections at present would be eliminated.

The report is signed:

F. W. ATKIN,
JAMES M. IRVIN,
H. E. TALBOTT,
ROY G. FITZGERALD,
ADAM SCHANTZ, JR.
A. A. MAYSILLES,
FRANK W. MILLER.

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H.C.

The Dayton Bureau of Municipal Research Submits Report Outlining Course for Higher Education

City University Plan Not Given an Endorsement. The City Has More Pressing Needs — Junior College Is Suggested.

The Bureau was requested to investigate and report on "the feasibility of establishing a municipal university in Dayton, Ohio."

The report bears date of January 30, 1917. The following excerpts from this report are equally pertinent to Toledo:

"FINAL CONCLUSION.

"The School Committee of the Board of Trustees of the Dayton Bureau of Research believe that as a charge upon the community a municipal university is not at this time considered desirable."

* * *

"SUMMARY OF FINDINGS.

"A large enrollment would mean a financial burden to Dayton.

"Of the three municipal universities now in the State, only Cincinnati can be said to be noticeably successful.

"There are 42 colleges and universities in Ohio. Three of the most important and seven of lesser importance are within two or three hours' ride of Dayton.

"Many of Ohio's colleges are small and weak. Dayton should be careful not to add another to this list.

"Considering enrollments elsewhere, the fact that there are already several colleges in Miami Valley, that there are three first class universities nearby, that a large proportion of students would undoubtedly continue to go elsewhere, and that Dayton would not wish (and probably could not succeed if it did wish) to draw students from a wide outside territory, it is probable that the enrollment would not approximate for full-time students even half the number of high school graduates who will go to college.*

"THE JUNIOR COLLEGE; HISTORY AND DEVELOPMENT.

"Whether or not a municipal university is wanted in Dayton, the question of higher education in the city should not be dismissed without consideration of the junior college. The rapid growth of the junior college idea within the last few years warrants its serious consideration. If it is felt that we cannot have a complete university, will a junior college be acceptable in its place? Or, would a junior college be more desirable in any case than a municipal university? If Dayton does not want or does not need a university, does it want or need a junior college? These questions make it imperative that we study fully the possible functions of such a college in this city.

"The junior college has had its first important development within the last five or six years in California. There are now over a dozen such colleges in that State. Other states, notably Illinois, Missouri, Texas and Michigan, have adopted the idea. In many cases the experiment seems to be very successful; in others less so.

*While every effort is made to keep the names of students who attend the Toledo University from the public (probably for the reason that the attendance of most is so irregular and transitory) yet obtainable information indicates that the so-called Toledo University has never been able to secure one-tenth of the number of Toledo high school graduates who go to college, except perhaps in 1915 and 1916, when a little larger percentage of girls—kept away from the State Normal School at Bowling Green by fulsome advertising—were in attendance for a two year course—a Junior course of study.

"Definition.

"A junior college includes the first two years of a four year college course. Some universities divide their work into two parts,—junior college work and senior college work. In its application here the junior college means the carrying on of such college work in connection with the regular school system of the city. Often it is carried on in one of the high school buildings, and this plan could be followed here, if necessary.

"Adaptability to Dayton.

"In many cities where the junior college has been developed, it has not been adapted to the particular needs and facilities of the city. It has followed the lines of the old-style high school, teaching chiefly academic work. It is not inherent in the idea of a junior college that such should be the case. The Los Angeles Polytechnic Junior College is an exception; the attempt there being made to adapt the teaching to the technical needs of the city. . . . There is no reason why a junior college in Dayton could not be technical and commercial as well as academic. The high school co-operative work could be continued in the junior college, thus giving four years of co-operative work. High school training in business courses could be continued for two years more, thus giving a two year college course in business.

"A junior college would not be so expensive as a municipal university. Per capita operation costs in a junior college should not be over \$150. At this rate 100 students could be cared for, for \$15,000.00. A building large enough to accommodate 200 junior college students should not cost over \$100,000. It is probable that for the first year or two the junior college could be accommodated in present school buildings. A junior college could very easily grow into a municipal university if its success in growth and accomplishments seemed to demand it. The steps in the development might be as follows:

1. Junior college—two years advanced instruction in courses given in high school, with special emphasis on Dayton needs;
2. A senior college in same courses;

3. Differentiation between courses,—that is, special colleges for engineering, education, etc.;

4. At the same time gradual introduction of extension work, such as evening classes, short courses, city work, etc."

"Authorization for a Junior College.

"The following provisions dealing with Ohio schools and colleges include all which have any possible connection with the establishment of junior colleges.

"Section 7649 defines a high school as a school of higher grade than an elementary school and lists the general branches which may be taught. Under the list given almost any line of instruction may be offered.

"Section 7650 defines a college as follows:

"A college is a school of a higher grade than a high school, in which instruction in the high school branches is carried beyond the scope of the high school, and other advanced studies are pursued, or a school in which special, technical or professional studies are pursued. . . .

"Section 7652 defines a high school of the first grade as one in which courses offered cover a period of not less than four years.

"It would seem, then, that there is a possible authorization for the establishment of a junior college under Section 7652, which states that a high school course shall not be less than four years, but does not give a maximum limit."*

*Of the 43 persons graduated by the Toledo University in June 1917, and supplied with Degrees and Diplomas, three-fourths at least were Junior College students

The nine Arts Degrees implied of course four years of collegiate work. The fact is well known however, that the persons awarded such degrees—five women and four men—were approaching middle life and had received liberal credits for previous acquirements. A number were "in residence" only one year, while the work of others represented the normal collegiate work of one year, although spread over a longer period.

It cannot be doubted that the ambition for these degrees was an occupational or commercial one, and were secured from the Toledo University at "Cut-Rates," in money, time and attention.

Institutions furnishing Degrees on such terms can always count on a limited patronage, but are not justified in shouting from the housetop that they exist to meet a long-felt want.

“Colleges and Universities in Ohio Already Abundant.

“There is a total of forty-two colleges and universities in Ohio. These had in 1915 a total enrollment in collegiate work of 17,714, not including State normal schools. Four of these are State institutions, three are city institutions, and the remainder are sectarian, private or other types. They vary in size from Antioch College with an enrollment of 55 in collegiate work to Ohio State with an enrollment of 4,597.

“Three of the more important are within two or three hours of Dayton,—Ohio State at Columbus, Miami at Oxford, and Cincinnati at Cincinnati. In addition to this there are six others in territory tributary to Dayton,—Lebanon University at Lebanon, with an enrollment of 57; Oxford College for Women at Oxford with enrollment of 122; Western College for Women at Oxford with enrollment of 255 (these two last have been recently combined); Wilberforce University at Wilberforce, a negro institution, with an enrollment of 61 (State supported); St. Mary’s College at Dayton, with an enrollment of 70; Antioch College at Yellow Springs with an enrollment of 55. These enrollments include only collegiate work. There is also Wittenberg College at Springfield, which has a regular academic enrollment of 78.*

*Toledo is equally well supplied with institutions of higher education, conveniently accessible to her students. The University of Michigan at Ann Arbor can be reached in a little over one hour; Oberlin College in two hours, and the Ohio State University in three hours, while the State Normal College at Bowling Green is but 20 miles distant.

Several denominational colleges of good repute are to a considerable extent patronized by Toledo families affiliated with their respective denominations. Among these are Ohio Wesleyan University at Delaware, the University of Wooster at Wooster, Kenyon College at Gambier, Western Reserve at Cleveland and St. John’s College at Toledo.

“These include the collegiate facilities of the Miami Valley. The three important schools first mentioned are members of the North Central Association of Colleges and Secondary Schools. Of the six smaller ones named, only the Western College for Women has been accepted by this Association.*

“It is apparent that there already exist near Dayton several small, weak institutions. Unless there is assurance for Dayton’s university of success greater than that attained by the ordinary college in the State, and greater than that of either Toledo or Akron universities, there is reason to doubt the advisability of establishing a university here.”**

*The Toledo University some years ago was denied membership in the North Central Association of Colleges and Secondary Schools. For a decade or more the Toledo High School has been awarded such membership.

Redundant Universities.

**So redundant are the small “universities” in Ohio that one worthy denominational school long embarrassed by the high sounding name—university—secured from the recent legislature a law changing its charter name from “university” to the more modest and correct designation, “college.”

The same legislature provided more ample methods whereby schools of higher education founded by different denominations might merge in order to provide more efficient instruction and administration — each denomination having a voting power in the new directorate proportionate to its denominational strength and property interest in the new school.

And Toledo apparently ignorant of the prevailing tendency to restrict the already too numerous institutions of higher education in the state, adds another to the list—a school hardly worthy to be called a college much less a university, and sweats the common schools for its support; and all this is done under the pretense of promoting “education.”

"Current Operations.

"Under the head of current operation come all expenditures for salaries and wages, heating, lighting, care of buildings and grounds, and all other activities of the university.

"In Akron, the cost per student for current operation is \$211. In Toledo, the cost per full-time student is recorded by the Commission on Efficiency and Publicity to be \$327. This is a high per capita figure, leaving out as it does all allowance for building expenditures. \$211.00 is low but not too low. Cincinnati University College of Engineering salary cost per capita is \$132. Figures for total operation costs are not available. Approximately \$225 per capita should be a fair figure for Dayton to expect.

"Toledo, with a population of about 200,000, had in its university last year a total enrollment of 912. So large a proportion of these were part-time students that an investigation discovered that if reduced to the basis of full-time students, the enrollment would be 156. Akron, with a population of about 100,000, had last year a full-time enrollment of 283. Cincinnati University has a full-time enrollment equal to 40% of the high school enrollment.*

"The third Ohio municipal university is in Toledo. This university was originally a private academy. . . . It was taken over by the city in 1885. Within the last few years expenditures have

grown rapidly. When for the present year, a large increase was asked, the commission on publicity and efficiency of the city of Toledo made a short survey to determine the need for the increase, its report, while expressing no definite conclusions, was not very favorable. A reported enrollment of 912 reduced, when put on the basis of full-time students, to 156. On this basis, the per capita cost last year was \$327 for full time students, not including expenditures for permanent improvements. This cost is excessive.

"Of these three municipal universities in Ohio, Cincinnati is the only one which can be said to be especially successful. The Universities of Toledo and Akron, from a distance, apparently have not done such noteworthy work as has been done in Cincinnati."

"Geographical Considerations.

"Every college has its special drawing territory. The question is, is Dayton so located that it will furnish special university facilities to people in a large enough territory to draw an attendance which will warrant the foundation of such university? Consideration of this question involves a study of the geographical location of the city, with reference especially to steam railway and traction lines.

"Within easy reach of Dayton there are now several good teachers' colleges—among them Ohio State University Teachers' College, Miami University

*How the public school system of Cincinnati suffered by reason of insufficient revenues, (while large appropriations were made to the municipal university) was shown by George Kibbe Turner in McClure's Magazine, March 1912. He wrote:

"In 1904 (under the George B. Cox regime during which municipal university appropriations annually increased) many school buildings were dirty old barracks, with the ventilation, fire protection and sanitation of the 70's; lacking in modern departments, supported by an appropriation about half as large as those of other cities of the state.

"A whole generation of men were robbed of their normal chance

in life; fewer children passed through and were graduated from the schools in Cincinnati, than from those of the little city of Dayton, not one third its size."

[It was during this period of arrested development of the Cincinnati public schools, that the municipal university entered upon its wonderful advertising campaign, closely following the methods of the patent medicine vendor, and the get-rich-quick promoter. In recent years great improvements have obtained in the public school system in Cincinnati, still the average attendance and average graduation of school children in proportion to population compares unfavorably with many other Ohio cities, Cleveland and Dayton for example.]

Teachers' College, and Cincinnati University Teachers' College. Instruction in education is also offered in the smaller nearby colleges. A teachers' college here would have to compete with these schools, probably to the extent of limiting the attendance to students from Dayton and immediately surrounding territory.

"One important objection to the establishment of a municipal university at the present time is that Dayton has a large number of unsatisfied, but pressing needs, which require the attention, study, and moral and financial support of her citizens. Many of these have received during the past years the continuous endorsement of a large number of people, the final action has not been affected. These several matters need no itemization at this time, nor is an extended discussion of them required in this connection. They include such subjects as flood prevention for the community, grade crossing elimination, adoption of a comprehensive civic plan, more parks and playgrounds, an adequate and modern sewage disposal plant, a new city hall, a central police station, a municipal abbatoir, a municipal hospital, etc.*

*Toledo as well as Dayton has many unsatisfied needs "which may be said to compete with a municipal university for consideration"—city hall, sewage disposal, elimination of grade crossings, new central police station, better fire and police protection, better sustained department of public welfare, enabling it to care for and protect the city shade trees, and make better provision for the equipment and supervision of play grounds. The Toledo schools "need more money—in nearly every phase of their work, there is unsatisfied needs."

The Teachers' College of the Municipal University, if continued, must compete with the State Normal School at Bowling Green, Wood county—twenty miles distant—with the Teachers' College at the Ohio State University, with the Teachers' College at Ann Arbor, Michigan, and with the Normal work of the Toledo Board of Education, involving a reckless duplication of school work.

"Schools, also, are very much in need of more money, for both building and operation purposes. The financial situation of the schools is in many respects serious, and it would be affected by a university. To the extent that a university levy would compete with the city and school levies, we are compelled to choose between keeping up our city and school standards and the possible field of university activity . . ."

* * * *

"Tuition.

1. "Should Dayton be burdened with the training of students from outside the city of Dayton? The preceding discussion has assumed that students from other counties would attend.

2. "If tuition is charged attendance would be lower, for some who would attend if there was no tuition, would go elsewhere—for example, to Ohio State—where there is no tuition charge.

3. "If, on the other hand, dependence for students is placed on Dayton alone the enrollment may be so limited as to weaken the work of some departments.

4. "It would be impossible to charge a tuition rate which would cover the entire cost of instructing the non-resident student. In any event the city would have to pay part of the cost."

* * * *

"The Smith One Per Cent. Law.

"The sections of the Smith one per cent law applying to a municipal university provide, as interpreted in Akron, Toledo and Cincinnati, that the levy shall come outside the 10-mill but within the 15-mill limit. Interest and sinking fund requirements of the county, schools, and city which fall within this limit have, of course, precedence. This interpretation of the law was never tested, though the Public Efficiency Commission of Toledo has asked the city attorney for an opinion.

"The effect of a full fifty-five-hundredths mill levy for a university upon the amount of levy available for operating the city, county and schools during the next several years is problematical. The tax rate at present does not include full debt charges for the city bonds for improvements authorized by vote of the people, neither is it known whether the people may vote additional

bond issues which will absorb a greater part, or all, of the 5-mill levy.

"The possibility of amendments to the Smith law may well be considered in this connection. If, as has been proposed, all interest and sinking fund requirements are removed from the 10-mill levy, thus leaving it entirely for operation, the 5-mill levy will be increased to the limit, leaving no balance available within it as a levy for a university. The university levy would enter into direct competition with the current operating needs of city, county and schools." * * * *

"The Municipal University Laws.

"These laws were apparently written to provide for colleges already established and taken over by cities. That is, there is no direct authority to any city to found an entirely new institution."* * * *

"An Alternative Program.

"As an alternative to establishing a municipal university, the following program is suggested for study:

1. Improvement of Existing Schools.—Instead of spending money for a university, would it not be wise to spend all available moneys in eliminating overcrowding, advancing teachers' salaries, establishing needed special classes, etc.

2. Reorganization for Better Vocational Training.—In many places in the United States school authorities are trying out methods for better adapting the schools to the vocational needs of the pupils. The most common method is the reorganization into elementary schools, and junior and senior high schools. Under this plan the elementary schools ordinarily consist of the present first six grades; the junior high school includes the seventh and eighth grades and the first year of high school; the senior high school includes the last three years of the present high school. The plan makes possible greater opportunities for vocational training beginning with the seventh grade. It has a further advantage for Dayton in that it will definitely relieve the present overcrowding in elementary schools, and gives promise of doing this most inexpensively.

*See page 13 for Toledo method of law evasion.

3. Encourage and Extend Co-operative Work.—The present co-operative high school work is worthy and capable of great extension. It could be extended to other fields and present courses enlarged. In connection with Junior and senior high school organization, it is possible to give a very definite and valuable vocational training which will prepare the student either for advanced study elsewhere or for work.

4. Establish Junior College.—If it be desired to give more advanced work, the junior college would fit in very well with the various courses offered in the lower schools."

* * * *

"The Peril of An Increased Tax Rate.

"The administrator of a governmental unit today cannot ignore the popular will and long endure in office. An increased tax rate, no matter how essential or laudable the additional functions contemplated to be performed, when recommended by the public official will jeopardize his administration. Until the citizens have manifested sufficient interest in a city university, therefore, it might prove wise to postpone definite action in establishing it."

* * * *

"Many Unsatisfied Needs.

"Dayton has several unsatisfied needs which may be said to compete with a university for consideration—flood prevention, city planning, elimination of grade crossings, parks and play grounds, sewage disposal, new city hall, central police and fire stations, city abattoir, etc.

"The schools also need more money—in nearly every phase of their work there are unsatisfied needs.

"It seems, however, from the evidence at hand, that the disadvantages of a university will outweigh the advantages at the present time.

"A junior college is an alternative worthy of consideration. An alternative program to a municipal university is:

(a) Improvement of existing schools; (b) Reorganization for better vocational training; (c) Encouragement and extension of co-operative courses; (d) Determination of possible values of junior high schools; (e) Establishment of junior colleges."

A Municipal Degree Factory

An examination of the output of the university, during the checkered career of this municipal adventure, illustrates the wastefulness and futility of such an enterprise, and the inconsequential overlapping of educational opportunities already provided.

Year	M.D.	Ph.C.	LL.B.	B.A.	M.A.	B.G.Sc.	Junior College in Engineering	Apprentice in Art Title	Bachelor of Elementary Education	Bachelor of Secondary Education	Normal Training Diplomas
1905	6										
1906	6										
1907	8	10									
1908	3	10									
1909	5	3									
1910	9	3									
1911	8	9	3								
1912	9	4	3	1							
1913	15	1	2	3	2						
1914	2	0	0	4	0						
1915	0	8	22	4	1		1				
1916	0	3	4	4	3	1	6	2	1	3	
1917	0	3	1	8	1		5	5	3	2	16
	<u>71</u>	<u>54</u>	<u>35</u>	<u>24</u>	<u>7</u>	<u>—</u>	<u>12</u>	<u>7</u>	<u>4</u>	<u>5</u>	<u>16</u>

It will be observed that out of a total of 236 degrees, granted in 13 years—71 were awarded to students in medicine, a school so weak and inadequate that the American Medical Association and the State Medical Board combined to put it out of business and prospective medical students the country over were warned against it.

Fifty-four degrees have been awarded to students in a so-called College of Pharmacy—the only Municipal School of Pharmacy in the United States—a school of like grade with the School of Medicine, built up by the unlawful appropriation of the Chemical Laboratory of the Scott Manual Training School, so depleted in attendance that only three students were available for degrees in 1917.

Thirty-five degrees have been awarded to students in an evening School of Law—the only municipal School of Law in the United States—a school of doubtful utility in view of the instruction obtainable at the nearby State Universities, and certainly of unnecessary duplication, since equal if not better instruction in law is furnished without cost to

the city in the local St. John's College.

Twenty-four B. A. degrees have been awarded with much flourish to men and women in mature life, after having received liberal credits for previously acquired instruction in other schools. A Junior College diploma, secured from the Scott or Waite High School, would be of far greater value.

Seven M. A. degrees have been awarded to men and women in middle life, nearly all in receipt of generous salaries or incomes, and abundantly able to meet their requirements in higher education without calling upon the city treasury. Many of these persons already had degrees secured in universities of good repute.

During a period of seven years twelve boys have received degrees or diplomas in the so-called "College of Industrial Science," now called the Junior College in Engineering, implying attendance for two years. A post graduate course in the Manual Department of the Scott or Waite High School would have been of far greater value; such boys would have received instruction and been furnished with laboratory and shop equipments far superior.

Of the 16 men receiving degrees or diplomas in June, 1917, only 4 were graduated from the city high schools. and these were awarded diplomas for Junior college or two-year courses of instruction.

Four men in mature life were awarded the B. A. degree; one of these was a professional man recently arrived in the city and in part time attendance not exceeding one year; one was a former student in an Illinois university, entered the so-called Toledo University in September 1916, and was published in the annual Bulletin as an instructor for that current school year; another was a scholar from Eastern Europe recently arrived in Toledo, taking a degree as a "flier" on brief attendance—say one year.

Of the four women receiving the B. A. degree, one was the wife of a professor in the school; one was a teacher in the public schools, of many years standing; so flexible and languid were the university requirements that it was possible to remain in the employment of the Board of Education, and discharge the duties imposed upon a public school teacher.

Only one person—a woman—received the M. A. degree—a teacher of like standing and experience, in the public schools.

Sixteen young women, graduates of the city High Schools, received Normal Training Diplomas, attesting attendance of two years.

Of the remaining 11 women receiving degrees or diplomas, only three had graduated from the city High Schools in recent years.

The above table discloses that the so-called Municipal university has been engaged in doing much that was wasteful and need not be done, and that whatever of value has been done was already provided for in other departments, furnished at the expense of the city taxpayers.

THE 1917 BULLETIN.

This bulletin discloses many interesting facts relating to a municipal university 'adventure.

1. The Law Faculty comprises, the President, the Dean and nine instructors. The product, one student in graduation class.

2. The Faculty in Pharmacy comprises the President, the Dean and five Professors. The product, three students, in graduation class.

3. The Faculty in the College of Industrial Science comprises the President, the Dean, four Professors, six instructors and four shop assistants. Product, five boys, granted a Junior College Diploma, implying a two-year course of instruction—presumably evening work.

4. The Faculty of the College of Commerce and Business comprises the President, the Dean and four Professors and Instructors. Product, not a student attended with attention and regularity sufficient to even entitle him to a Junior College diploma.

5. The College of Arts and Science comprises the President, the Dean, thirteen Professors and six Instructors. Total 21 employes. Product, four men, five women in graduating class, all in middle life, with attendance in several instances not exceeding one year.

The Bulletin publishes the names of 63 "Officers of Instruction" including the President, the numerous Deans, Professors, Instructors, etc. On an average each "officer of instruction" has produced two-thirds of a student entitled to a Junior College Diploma or Degree. Nevertheless the 1917 Bulletin coolly announces 337 courses of instruction under multitudinous subdivisions.

If all the departments of the city of Toledo were conducted on the same unrestricted scale of expenditure, measured by accomplished results, it would require more than \$4,000,000 annually to conduct the business of the city, even as now managed on present restricted income.

It is, however, some consolation to know—for the Bulletin so assures us—that the municipal university is a store house of universal knowledge, that it contains all that is known in art, in literature, in science, in philosophy, in economics, psychology and sociology, in ancient or modern times. It represents, we are told, all that is of real or permanent value in modern civilization.

This is all told in a large edition of the annual bulletin containing approximately 50,000 words; 50,000 words—equal to 10 Sunday morning sermons—equal to the number of words used in the volume containing Bacon's essays.

Two thousand of these words are used to chronicle the wonderful occupations of the President and 24 Professors. Educational institutions the wide nation over appear to have been in quest of their services; from the Cape Cod country to Kansas; from Minnesota to Kentucky; from Michigan to Texas; from Baltimore to Oshkosh has come the call, but such has been the love of change that the average stay in each place has been brief—say two years—in some places more, in some places less. So interesting are these recitals, that 600 of these words are twice printed in the same bulletin, giving due emphasis to the adventures of the President and seven Professors.

In this interesting publication, associated with this body of ambitious men—University President, Deans, Professors, Instructors, etc.—are found in good round type, the names of the University Directors, "appointed by the mayor."

But leading all, preceding all, in equally bold type, is printed the names of those who are the fountain head of "the University"—the mayor, and each member of the city council; names forever to be associated with John Harvard, Johns Hopkins and John Rockefeller. These are the names of the

"Legislative Officers" of "the University" whose high mission it is to legislate out of the pockets of taxpayers, the ample funds demanded by the itinerate body of Professors who have swarmed down on Toledo.

Here we have applied Psychology with a vengeance, and it is confidently expected that the council will fall to this subtle method of approach.

No effort, however, will be made to explain to the council members that the cost to the city for each graduated student has been in excess of \$3,000 per capita, for the current year. If, as is claimed, some allowance must be made for those who quit after brief attendance, still the cost per capita for graduated students will remain in excess of \$1,500 each—a sum twice greater than would be required for like period of attendance at the Ohio State or University of Michigan, including tuition board, lodging and transportation.

* * *

In his recent communication to the council the mayor said "**the city is in no position to pay the just wages we ought to pay. We simply have not the money.**" At the same time, without the blinking of an eye, the mayor advised the council to levy a tax on the city in the sum of \$171,852 for the pretense of a university—an institution duplicating at great cost educational work better provided for elsewhere.

* * *

Toledo Times, May 17, 1917.

To Mobilize Labor.

The employment office is to be enlarged to mobilize labor for farms and industries of Lucas county during the war. Council has been asked to appropriate \$5,000 to enlarge the bureau.

"We have made an investigation and found that if we are to get the money to appropriate, we must rob some other fund to get it," said Councilman Curtis.

[The fact that it will be necessary to rob some other fund in order to comply with the demand of the so-called university—in the sum of \$171,852—funds needed for police and fire protection, library service, public schools, etc.—will probably not seriously engage the attention of many councilmen.]

The cities named below do not indulge in the extravagance of municipal universities, and do not so impair tax revenues at the expense of more vital civic needs and duties:

Boston	Philadelphia
Detroit	Cleveland
New Orleans	San Francisco
Los Angeles	Newark
Indianapolis	Kansas City
Seattle	Providence
Wooster	Portland
Scranton	Syracuse
Richmond	Omaha
Nashville	Grand Rapids
Chicago	St. Louis
Baltimore	Pittsburg
Buffalo	Milwaukee
Washington, D. C.	Minneapolis
Jersey City	Rochester
Denver	St. Paul
Atlanta	Columbus
Oakland	New Haven
Dayton	Memphis
Patterson	Fall River

THE COMMON SCHOOLS.

"The common school is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers," said Horace Mann.

In Toledo the greatest enemy of the common schools has been the freak municipal university robbing such schools of much needed public funds and stealing private benefactions made to further promote the public schools.

TOLEDO HIGH SCHOOL BUILDINGS COMMENDED.

Principal Arthur D. Call of the Hartford Henry Bernard School commended in the highest terms the two Toledo High Schools, before the National Educational Association. His address in the Chicago Auditorium before 5,000 teachers covered an exhaustive analysis of expert opinion and experience on vocational, specialized and composite

high school buildings with the conclusion that the composite type adopted in Toledo would lead to the highest degree of efficiency and would reach the largest number of pupils; such high schools, covering a wide range of studies, including commercial, manual training, and domestic science would encourage a larger number of grammar pupils to complete the high school course of study. The Toledo buildings furnished an approved model for the whole country.

It is of local interest to note that the Cleveland School Survey conducted under the auspices of the Russell Sage Foundation approved—under all circumstances—the composite type of high school building—the Toledo type and for the reasons stated above.

WHERE MAY BE FOUND THE TOLEDO MUNICIPAL UNIVERSITY.

"Down an evil back street, where hideous women whine and pluck at men from their dark thresholds, and the uncertain shadows of drunken boys rock in and out of the patches of yellow, neath the dim and struggling lamps" may be found Toledo's Red Light and Segregated District; a crater of social vice in hideousness and boldness, not surpassed in any city, save perhaps certain border towns on the Mexican frontier.

On the outer rim of this crater of social vice, not three blocks distant, sandwiched between warehouses and railroad terminals, may be found the "Toledo Municipal University," housed in an elementary school building, erected 50 years ago by the Board of Education, abandoned 20 years ago by reason of change of population and undesirable environments. To this original building on the same small lot has recently been added a cheaply constructed brick shack bearing the high sounding name—Department of Science and Engineering.

How the University Tax Levy Was Taken Out of the 10 Mill Limitation

A Voice From Cincinnati.

Even in Cincinnati—the Mecca of the municipal university concept, there is an adverse side. Every new administration staggers at the drafts made on the public treasury. The President and trustees are ever on the alert with cunning and skillful devices to retain and increase the award of public funds, for the municipal university.

A Cincinnati publication, issued in 1913, contains the following:

“The Plain Intent of the Trustees.

“The plain intent of the trustees of the university under the leadership of President Dabney is to get all the revenue possible from the people without consulting the people. And the fact is shown in the action of President Dabney in disregarding the action of the council of Cincinnati in the following resolution passed January 21, 1913:

A RESOLUTION

Requesting the General Assembly of the State to pass a special act providing that the levy for the University purposes may be made by the Council of the city of Cincinnati outside the ten mill limitation of the Smith law.

Be it resolved by the Council of the city of Cincinnati, State of Ohio:

That the General Assembly of the State of Ohio be, and the same is hereby petitioned, to pass a special act to be submitted to the electors of the city of Cincinnati under Section 2 of Article XVIII of the Constitution of the State of Ohio, as follows: .

A BILL

To provide under what limitation the levy for University purposes may be made by the Council of the city of Cincinnati:

Be it enacted by the General Assembly of the State of Ohio:

Section 1. Tax levies for University purposes in the city of Cincinnati shall not be subject to any limitation of rates of taxation or maximum rates, provided by law, except the limitation of five-tenths of one mill on the dollar of all taxable property in such municipal corporation and the further limitation that the combined maximum rate for all taxes levied in any year in any city or taxing district with or without the vote of the people shall not be exceeded.

Section 2. This act shall be submitted to the electors of the city of Cincinnati at a special election to be held on the day of 1913, and all those voting in favor thereof shall vote: “Univer-

sity levy to be outside the ten mill limit but within the fifteen mill limit, ‘Yes,’” and those opposed thereto shall vote: “University levy to be outside the ten mill limit but within fifteen mil limit, ‘No,’” and this act shall be operative, if affirmed by a majority of those voting thereon.

Passed, January 21, 1913.

J. W. PECK,
President, pro tem, of Council.

Attest: ARTHUR ESPY, Clerk.

[The university authorities, having secured from the city council the approval of the foregoing resolution, including draft of the proposed legislation under which no levy could be made till approved by the electors, found little difficulty in securing the endorsement to such council resolution by certain local civic and social clubs. Armed with the foregoing request the president of the university marched on the state capitol and the campaign began. The Cincinnati publication continues:]

“Through the great activity of President Dabney at Columbus, the second section of the bill suggested by the city council was stricken out—and why? Because the revenue getters of the university realize the fact that their revenue getting would meet with a halt if the people who pay the revenue should be consulted on the question of tax burdens.

“The Boldness of It.

“Almost triumphantly it . . . was claimed that ‘the Chamber of Commerce, the Business Men’s Club, the Federated Improvement Association, the City Clubs, the Medical-Civics Association unite with us in asking you to pass this act, which merely gives us (the Cincinnati electors) permission to levy upon ourselves a tax of a sufficient amount to support our own university.’”

[It was from this view point that the bill was considered in committee. All discussion was along this line, and on the supposition of giving approval to a local measure for Cincinnati—the city council and citizens having duly petitioned therefor—was the act, as it now appears in the statutes, passed.

The legislation finally secured differed radically from the legislation petitioned for, by the city council and the approving local clubs. The privilege to permit the electors to pass upon the university tax levy and without which, the petition would never have been secured, was stricken out. The law was made not local, as petitioned for in Cincinnati, but general in terms and applicable to all Ohio cities where municipal universities existed, conforming to conditions imposed by existing statutes.

The effect of the bill as prepared by President Dabney and finally approved was to remove the university tax levy from the inside of the aggregate limitation of 10 mills, and place it outside of the aggregate 10 mill limit, and inside of a 15 mill aggregate limit, thus opening wide the door for a university tax levy, but sharply restricting all tax levies for Public Schools in Ohio cities to the aggregate of 10 mills. That the members of the 1913 legislature did not understand the full import of the act and its final consequences, can well be believed. It is quite certain that never again can such a subtle device be imposed upon an Ohio legislature.

If it shall be urged—as it well may—that the legislature, under the rulings of the Supreme Court, could enact no local law for such purpose with a referendum attachment, the reply is that President Dabney and his university associates knew that fact just as well when the Cincinnati city council was begged to approve the resolution of January 21, 1913, as they did when the final enactment was secured April 30, 1913.

Under this law—secured by the devices described herein—taxation funds in Toledo have been depleted to the extent of approximately a quarter of a million dollars; every dollar of which was imperatively needed by the public school system of the city, and every dollar of which could have been secured by the Board of Education had it availed itself of the ample referendum provision provided in the Smith taxation law. The condition is such as to arouse and awaken the attention of every citizen in Toledo who has due

regard for the elementary schools of the city and the general public welfare.

The Cincinnati publication continues as follows:]

“When Cincinnati took over the two colleges provided for in the McMicken will and added a university to her municipal belongings, a bond issue in the sum of \$185,000 was asked and considered and stated to be sufficient. But since the \$185,000 bond issue, Cincinnati has issued her bonds in the added sum of \$1,200,000 and the cry is still for more! In 1912 the city gave the university \$155,000 . . . and still the cry for more goes up insistently. The recent (1913) legislature enacted legislation which would give to the University of Cincinnati an additional revenue of \$300,000 annually—a revenue of more than \$1,000 per day of the working days of the year—and the 98 per cent of the citizenship unrepresented by the University Revenue Getter, and unbenefitted by it, would be the tax burden carried for the two per cent represented and benefitted.

“Is that fair? Is it honest? Is it just? The money of the entire people of Cincinnati is in question, but the clamorers for the revenue getter are so impatient and dominant in their demands that they insist that the people who contribute the revenue shall not be given the privilege of a referendum vote!

Later Moves For Revenue Getting; \$550,000 Bond Issue.

“The clamor and the cry for more goes up with each succeeding year. And ‘How to Get More Revenue?’ is the constant study of the president, the faculty and the trustees of the institution. In 1912 the city council voted a most generous bond issue for the university in the sum of \$550,000, for the erection of new buildings and for further extending the “scope” of institution. So large was the issue that a demand came for a referendum on it. That the citizenship should be consulted was right and proper. And immediately the activities of the president of the university were brought into play and the referendum was not granted.”

LOCAL LEGISLATION

From 1870, when an act for Cincinnati was first passed, down to May 12, 1902, all municipal university legislation was local and limited to Cincinnati. The act of May 12, 1902, reads:

"In cities of the first grade of the first class (Cincinnati) where there are universities supported in whole or in part by public taxation," taxes may be levied and to the extent of .36 of one mill, etc."

Within one month after the university amendatory act of May 12, 1902, was passed the Supreme Court handed down its revolutionary ruling that all special legislation for municipalities was unconstitutional.

A special session of the legislature was called, convening in October 1902, to revamp certain laws in order to comply with the requirements of the new ruling of the State Supreme Court.

At this extraordinary session, the authority to levy a limited tax for the Cincinnati University (evidenced by careful phraseology) was enacted in general terms, (see S. L. Vol. 95 p. 91) and since hedged about by definition and special prohibitions, making such authority in fact applicable only to Cincinnati.

Since 1902 the laws have been twice codified, and what now appears as Sections 7908 and 7909, originally comprised one section.

Some of these limitations and definitions restricting the power of taxation for municipal universities appear below:

First, This power can be exercised only when a university in fact already exists.

Second, "A university supported in whole or in part by municipal taxation is hereby defined as an assemblage of colleges united under one organization or management affording instruction in the arts, sciences and the learned profession and conferring degrees."

Only in a municipality where such an institution is already established in a city, through sufficient gifts to create the same can a tax be levied.

The act of 1904 carries the further prohibition that such taxes shall not be levied when the chief work of instruc-

tion is not in advance of the instruction authorized to be given by the board of education.

As stated in the Dayton Report no law exists authorizing any Ohio city to found or establish a municipal university. A limited authority appears, to impose a tax to aid an institution already established, when the work of such institution is of the prescribed grade and not overlapping the work of the public schools under Boards of Education.

Toledo did not have such institution. A private academy of an industrial type had been set over to the city in consideration that its work should be combined with the city high school. The state legislature placed such academy and its properties—a private benefaction—under the administrative charge of the Board of Education. The scheme devised was this; appoint a board of university trustees, as if a municipal university existed; such so called university board to lay claim to and secure administrative control of the academy in question and its trust properties; name the Scott Manual Training School a University; fortify the contention of university pretense, by leasing a private low grade medical school building at \$1,000 per year; transfer the chemical laboratory of the Scott Manual Training School to the rented medical building, and with such limited equipment so secured advertise a "College of Pharmacy"

For five years such low grade medical school, and the equally low grade "College of Pharmacy" had no income save fees from a limited number of students and transfers from the Manual Training School funds. These funds were soon exhausted and the Board of Education was permitted to conduct and operate the Manual Training School in conjunction with the city high school.

The medical school—since put out of business under the combined action of the American Medical Association and the State Medical board—and the "College of Pharmacy" continued to be advertised as the Toledo University with fulsome and pretensions annual bulletins. The city council for several years refused to recognize the so called university or to make any appropriation therefor and reaffirmed by ordi-

nance the Board of Education control of the Scott benefactions.

A prolonged and costly litigation between the so-called university directors on the one hand and the Board of Education and the original Scott Trustees on the other followed: the Scott family taking an active and costly part therein to save their benefactions from the impending, reckless and wicked misappropriation. Under a divided court, by the small fraction of a vote a decree was secured, awarding the administrative control of the Scott benefactions to the so-called university directors, but with the direct mandate to continue the Scott Manual Training School as it had theretofore been conducted,—and this mandate was reaffirmed in the final decree awarding the Anna C. Mott bequest “to increase the usefulness of the Manual School” to such directors.

Having secured administrative control of the Scott benefactions including the Manual Training Annex to the Central High School, with no intention of obeying the order of the Court of Appeal, the so-called university directors locked the doors of the Manual School building and declared that not a teacher or pupil should again enter, until the Board of Education—which Board had during the period of litigation maintained the school at its own cost—should hand over in money an agreed valuation of the building and its equipments. An agreement was finally reached by which the Board of Education purchased the claim of the so-called University Directors to the Manual School building and the remaining equipments, paying therefor \$25,000 in cash and the title to the vacant and long abandoned Illinois street elementary school building. This “university hold up” of the Board of Education and the wresting of a valuable trust property from its proper custodians, constitutes one of the most disgraceful chapters in the history of Toledo. So limited was the tax revenue of the Board of Education at the time that Bonds in the sum of \$20,000 which the people had voted for ward school buildings were sold in order to secure the money demanded by the conspirators.

THE STRUGGLING CITY LIBRARY.

In his annual report, just submitted, the President of the City Library Board says:

“The total circulation of books was 379,362 showing a loss of 20,031 compared with 1915. That the loss was not greater is surprising in view of the serious curtailment of book purchases and hours of opening. **Shortage of funds** made it necessary to close the main library every evening for more than half of the year, that is the hours of opening the adult departments were reduced almost one-fourth for more than half of the year, making approximate shortening of hours of the year of about twelve and one-half per cent. The actual loss of circulation in the adult circulating department was about six per cent. New book purchases were reduced during the entire year and were completely stopped for four months. This circumstance had a very depressing effect on the circulation as many people are attracted to the library only by recent publications.”

The report shows that the current receipts and expenditures, in round numbers, were \$30,000; one-half of this sum was derived from taxation and one-half from bond issues, to be repaid in large part by a future generation. So limited were the resources of the Library Board, even with a bond issue, that the total outlay for new books was only \$3,684.37—a sum not sufficient to offset the wear and decay of books previously purchased.

While this important department of the city government with its 30,000 patrons, was being thus half starved, the city council imposed a tax levy upon all the property in the city of Toledo, so great as to yield \$150,000—ten times as great as that levied for the city library—and set this sum over to a fake university.

The cities in the United States having a population exceeding 100,000 award for Public Libraries an average tax levy of 30 cents per capita. In Toledo the Public Library tax levy has been reduced to 8 cents per capita in order to make room for the municipal university tax levy of 75 cents per capita. For a like reason the city fire and police protection has been reduced; the Department of Public Welfare has been crippled; 1000 children in the elementary grades are housed in cheap movable buildings instead of properly constructed permanent buildings furnished with proper sanitation and provisions for efficient teaching.

TOLEDO'S SACRED COW.

Toledo has a sacred cow, before which the city council has stood in awful reverence and subordination. The desperately entangled financial straits now confronting the city administration, is closely related to the consumption of tax revenues by the sacred cow.

The time has not come and the data is not at hand for a full discussion of the psychological conditions which imposed on the city the sacred cow. It is pertinent however to set down and in order a few concurrent facts showing the alarming consumption of tax revenues by the sacred cow, and the incident subordination and starvation of imperative and vital functions of the city government, by reason of the insatiable greed of the sacred cow.

Life was strenuous for the "president of the municipal university" and the "Deans" of his numerous colleges during the eight weeks preceding July 24, 1916. It was needful to duly impress the council or no university tax levy would be forthcoming.

Dangerous questions had been asked; brief and exact answers would not serve; to give the names of students, with hours and character of work, would be full of danger. Another plan was safer. Make numerous tables and charts, arranged under a great variety of classifications, combining enrollment, subjects of study with "semester hours," "hours of credit," "total registration," "passed," "conditioned," "failed," "auditors," etc.; thus numerically the several persons included in the "enrollment" would be continually repeated in the numerous tables and charts, making in all an imposing array of figures and indicating to the uncritical, magnitude of work.

All told, more than 100 of these tables and charts were prepared. A comparison of figures set forth in these several charts, and the checking one with another, disclose many interesting facts. Irregular and fractional time attendance appears; students enrolled in the

first term are not found in the second term; and students found in the second term were not found in the first term; many students attend one class a week, some twice a week. Very few, compared with the total enrollment, appear to be fairly faithful in attendance. On the whole, the tables disclose a floating body of students, with an average daily attendance not much exceeding 10 to 15 per cent of the enrollment.

These tables and the numerous publications and advertisements indicate a "resort to methods incompatible with the wisdom and dignity which should characterize an institution devoted to higher learning. Rigid classification is not always observed. Students are admitted, as into a great pasture to graze where they please, and as much or as little as they please." . . . "The distinction between the college and the grammar school is often a little blurred."

A careful analysis of some of the tables show that many small classes obtain, even as low at times as one or two students each, then three, four or five. Thus in one department in two classes two students appear; in nine classes three students each; in 16 classes five students each. In another department classes of 6 students, 8 students, 9 students and 10 students are found.

Professor Nearing had two classes in the so-called Teachers College; the record of one class which meets one time a week reads: "Total registration 28," "passed 16," "conditioned 1," "failed 2," "auditor 9," total 28. In the other class, meeting one time a week, the record reads: "Total registration 21," "passed 11," "failed 2," "auditor 9," total 21. An auditor although included in the registration is a visitor.

At the same time in the public schools—elementary and grammar grades—for want of funds, many teachers were burdened with 55 to 60 children in one class; such classes abnormally large, involve an inevitable loss to the children, for want of proper individual attention, and a wearysome task to the teachers. And the "university professor" securing from the city a salary four to five times greater than the pay awarded the public school teachers.

The Studious Attempt to Deceive.

In a former publication,—of this series—the attempt to lead the people to think the attendance at the so-called university was greater than it was in fact, has been noted.

We have the more recent investigation of 1916 wherein the claim of an enrollment of 912 was upon examination—so irregular and transitory was attendance—found to be but the equivalent of 156, regular and full time students.

The question what in fact is the attendance of the so-called municipal university, still persists.

The Toledo Teacher in its issue of December 17, 1916, evidently reflecting information given by the university, gave the enrollment as follows:

“766 are enrolled at Toledo University. There are 285 in Science and Arts, 119 in the Industrial College, 118 in Teachers’ College, etc.”

In April, 1917, the editor of **The Toledo Times** sought information at headquarters and was told that the enrollment was 972. In the **Times’** issue of April 17, 1917, the editor said:

The city of Toledo is spending \$143,000 (\$150,000) on its municipal university, a school of doubtful antecedents and flimsy pretensions. At the same time the city hasn’t enough money to pay reasonable salaries to its fire fighters and patrolmen, not enough money to maintain its health department or keep its streets clean. Is the so-called university worth these sacrifices?

There are 972 students enrolled at the university according to President Stowe’s figures, and they contribute to the institution in the way of tuition a sum varying from \$4,000 to \$6,000, or not to exceed \$7 per capital. Only a small proportion of the students are registered for the full course, the greater number attending to get the benefit of instruction in special lines. Of the total, 266 are enrolled in the teachers’ college, which is said to be the president’s hobby. Yet a few miles south the state is maintaining at public expense a normal school where men and women may acquire a scientific and practical knowledge of teaching. Why should Toledo spend her money to engage in competition with the state?

Assuming that a university is a good thing to have in every community, still it is more or less of a luxury, and Toledo should not indulge in luxuries until she has acquired the essentials of government, which are efficient fire and police protection, a complete sanitary sewer system, separation of grade crossings and a complete health department. Until these features are provided for and with ample funds, the functions of the university should be suspended and the funds now being squandered applied to pressing necessities.

From the above it appears that the claimed enrollment in December 1916 in the Teachers’ College was 118; and in April 1917—the latter part of the same school year—the claimed enrollment was 266.

The facts in the premise appear to be these; the so-called Teachers College comprises two years’ work; 40 young women enrolled for the school year 1915-16 and a like number in the school year 1916-17; from this total of 80 must be deducted those who retire from a variety of causes and 10 would be a modest estimate,—leaving a net attendance of 70 in the so-called Teachers’ College.

The difference between the claimed enrollment of 266, and the actual net attendance of 70 is 196, and this 196 probably represents the number of teachers in the public schools and others who may have attended at some period during the year, some lectures given by Miss Leach—and possibly others in the so-called university staff.

Now that the Board of Education has determined to take over the Normal School work and has secured the services of Miss Leach—the star instructor of the university—no shadow of excuse remains for continuing in Toledo the pretense of a Teachers’ College.

The claimed enrollment for the 1915-16 school year of 912 does not materially differ from the claimed enrollment for the current 1916-17 school year, of 972. The same irregular and transitory attendance continues and a like examination—such as was given last year by the city commission of publicity and efficiency—would doubtless reduce the 972 enrollment to an average of full time students of far below 200. With the retirement of the Teachers’ College the reduction will be still greater.

Over Supply of Colleges

In the last annual report of the United States Commissioner of Education, in the chapter on Higher Education and commenting on the over supply of colleges, the writer says:

"The development of public (and to some extent ever of private) secondary schools has been seriously hampered in certain states by an oversupply of colleges, the majority of which depend in large measure on students' fees for support. These states have witnessed an annual scramble for recruits which has ignored the interest of the public in the establishment of sound secondary schools and has too often made a mockery of college standards. . . . High-school students of the third and even of the second years are lured away by the promise of collegiate rating. The resulting burden of 'conditions' has also been found to vanish during the college course without undue effort on the part of the students thus ostensibly handicapped. So a vicious circle has been established which has prevented both the development of the public school system and the realization of true collegiate standards."

The same number of words could not better describe conditions which now obtain in Toledo, and at an annual cost to the tax payers of over \$800 a day for every school day in the year. This sum, had it been set over to the Board of Education as it might have been but for the university contention, would go far to relieve the embarrassments continually confronting the Board of Education, in being unable to meet the demands of numerous delegations from all parts of the city demanding better school conditions.

The Over Supply of Law Schools.

Dean Henry M. Bates of the University of Michigan Law School (and well known in Toledo) furnishes the leading article on Legal Education in the last annual report of the United States Commissioner of Education. In this report Dean Bates says in part:

"One cannot but deplore the growth of mushroom schools in the commercial centers. California, for example, has at least two excellent schools, amply equipped in every way to train all the lawyers the state can possibly need, except those who for one reason or another wish to go outside for their legal education. Nevertheless, according to the Carnegie Foundation Study, there were in 1915 seven other schools in California, and the past year has witnessed the addition of still another to the list, its faculty being made up of men actively engaged in practice at the bar. The same situation in multiplication of schools subject to such limitations that they cannot possibly do the best work is to be found in New York, Philadelphia, Chicago and other large centers.

"Frank speaking on this subject is unfortunate in that it is almost certain to give offense to high-minded, conscientious lawyers who are giving their time to instruction in such schools from motives altogether creditable to themselves. But the future of legal education and indirectly of the bar and of the great work which it is its duty to perform for the state make it a plain duty, however unpleasant, to insist upon a conscientious and open-eyed consideration of the situation."

Ohio also furnishes an example of redundant Law Schools. This state has three "excellent law schools amply equipped in every way to train all the lawyers that the state can possibly need." According to the Carnegie Foundation Study, Ohio has six other schools. Two are in Toledo, and the latest one a municipal adventure. No city in the United States save Toledo conducts a municipal law school—an evening school.

It is the opinion of competent men in collegiate administrative positions that under the publicity of the Carnegie Foundation and the pressure of the American Bar Association and the several State Bar Associations, the Evening Law schools are doomed to extinction following the experience of the low grade medical schools, now happily retired from business.

THE NUMBER OF MEDICAL COLLEGES REDUCED FROM 102 TO 95.

Dr. N. P. Colwell, Secretary of the Council on Medical Education of the American Medical Association, in a recent publication states that in 1904 [this is about the date when the concept of the Toledo University and its Medical College emerged] there were 162 Medical Colleges in the United States granting degrees, while in 1915 the number had been reduced to 95, through the weeding out of the less meritorious schools [including the Toledo University Medical School] and the merger of other schools, leaving still an ample number of meritorious Medical Schools well equipped in every way to train all the physicians the country can possibly need. Dr. Colwell in his report says:

"At the beginning of the campaign for the improvement of medical education the argument commonly used by those interested in maintaining low-standard medical colleges was that the 'poor boy' would no longer be able to get a medical education. It is the purpose of higher entrance requirements to keep out of the medical schools students who are too ignorant to master the complexities of the present-day medical curriculum. The opportunities for those who possess the needed preliminary qualifications, but who are poor in purse, have really been increased. Many such students are working all or part of their way through the better medical schools. The deserving but poor boy is the one perhaps who is most capable of looking out for his own interests and usually knows, what some others evidently do not, that it costs no more in time and sometimes less in money to attend a high-grade medical school than it does to attend some of the poorest equipped institutions. It is usually the high-grade, well-endowed medical school also which offers more opportunities for students' self-help; they have more need of such service and more funds with which to pay for it. Again, it is in the well-endowed institutions that free scholarships are rapidly being established. The opportunity for obtaining a thorough medical training is now within the reach of any person who is educationally qualified to undertake it."

What is said above, of the abundant opportunities for medical training by students "educationally qualified" to undertake the work, is equally true of all students preparing for any profession—Law, Engineering, Pharmacy, etc., and still more emphatically is it

true, in all lines of academic studies. There is never a year at the Ohio State or University of Michigan when some Toledo student is not meeting by his industry his current expenses.

WHAT A DISTINGUISHED CHICAGO EDUCATOR SAID:

[Dr. Henry H. Belfield, an eminent educator, in honor of whose services Belfield Hall, Chicago University, was named.]

"I had not heard of the attempt to obtain—is STEAL too strong a word?—possession of the Scott fund. This seems to me a piece of impudence equaled only by the effort to lead people into the belief that anything worthy of the name University can be established without either an endowment of many millions, or a generous and constant appropriation of public funds. I wonder whether the promoters of this scheme imagine that they can persuade the people of Ohio, who feel the need of increased taxation in order to put their State University in the front rank, that they desire to add to their budget the expense of another university. Perhaps they think that the city of Toledo wishes to furnish millions of money for university buildings and equipment and then tax themselves a half million for current expenses. For the city to pay board and tuition for every citizen, old and young, who shall desire a university education, and contribute also their traveling expenses to and from Columbus, would be far more sensible than to build and maintain a first-class university in Toledo. It would certainly be more economical.

"We do not need more universities. We do need more first-class secondary schools.

"I am somewhat acquainted with the financial condition of the two great universities—Michigan and Chicago—and I know that they both could spend to very great advantage much more money than they have.

"I trust that your citizens will be able to defeat this attempt to divert the Scott fund from its original purpose. I cannot believe that your courts will lend themselves to such injustice."

WHAT A YALE SCHOLAR SAYS:

(Dr. George L. Fox, Principal University School, New Haven, Conn.)

"The recent establishment of so-called "municipal universities in a few cities of the United States is a dangerous development which every honest friend of the working classes should steadily and persistently oppose, for it means robbery of the wage earning classes under the form of unjust taxation. It is "dead beat socialism," because it is founded on the demoralizing rule of conduct of the dead beat, viz: "Let somebody else pay for what I get." Not three per cent of the working classes will get any benefit from these "pinchbeck, mushroom, institutions," but they will all have to pay their share for the support of them. Wherever they are established, to use a familiar labor phrase, they sweat the common schools, where most of the children finish their education, because they use up public funds, which in justice to the laboring classes should be spent on the common schools in providing more teachers and making classes smaller, so that each child can have more special attention.

"This robbery of the working classes is clearly illustrated in the College of the City of New York, a city of nearly 5,000,000 inhabitants. It represents a capital investment of \$7,000,000 taken from the pockets of the inhabitants of the metropolis. 75 per cent of whom are probably the working classes. The annual appropriation to sustain it is nearly a million of dollars, all of which is wrung from the same source. This great sum ought, all of it, to have been used in building grammar schools and in paying for the teachers in these schools. There are nearly 700,000 children in the public schools of New York, and 200 graduates of the College of the City of New York. For the last thirty years there has never been sufficient accommodation to furnish a desk for every child and double sessions for different children have been necessary, while teachers in these stagger along with fifty in a class. It costs each year the city of New York practically \$5,000 apiece to graduate 200 graduates from the municipal university, managed sole-

ly for the favored few of the middle classes. How can any city, with the slightest sense of justice to the working classes within its limits, ever think of repeating for its citizens this monstrous injustice that for thirty years has disgraced New York City.

"But the striking lesson of New York's unjust robbery of the working man, under the form of unjust taxation is, that while it is an evil, the evil is somewhat lessened by the enormous taxable wealth of the city. But this makes its example all the more vicious to smaller cities, who from silly ambition are disposed to set up a pinchbeck institution and call it a municipal university. The smaller the city, the greater the wrong to the children of the working classes in the grammar school grades. Fortunately there are not a half dozen cities so mean to the poor throughout the United States as to sweat public school funds for municipal universities."

What the Dean of the College of Education, Ohio State University, Said:

"In trying to discover the value of a municipal university it might be proper to consider the burden of its maintenance.

"The experience of the city of Toledo in its effort to found a city university. if it does not present an educational comedy, may soon develop an educational tragedy.

"In a letter written a few days ago by a citizen of Toledo, he says: 'I beg to draw your attention to the diversion of public funds from sore needed public utilities. Our Board of Education as you well know is making every effort to give our public school system the highest degree of efficiency. This can only be secured by large financial resources. We are confronted by a pending danger that our Board of Education must reduce its annual levy to make room for a university scheme.'

[From the address of W. W. Boyd, Dean of the College of Education, Ohio State University, before the Department of Higher Education of The National Educational Association, in Chicago, on July 9, 1912.]

The Toledo Teacher, April 1917.

Dr. J. H. Francis, Superintendent of Public Schools, Columbus, Ohio, Formerly of Los Angeles, California.

On Friday afternoon, March 16th, the teachers assembled at Scott High School enjoyed a real treat. The address by Supt. J. H. Francis, Columbus, O., might well have been named "How Children Are Interested in True Education Through the Expenditure of a Little More Money."

The films were taken for the International Exposition at San Francisco, and emphasized the manual work as well as the work with foreigners. From this viewpoint they are without doubt unequaled today. . . .

The pictures show what is possible when adequate funds are provided. Beginning with the sand-pile and blocks for building, we seemed to see the little children as happy as at a picnic, yet carefully directed that they might constantly meet new experiences and gain fresh knowledge. . . .

Dramatization of "Robinson Crusoe," "Hans Anderson" and "The Three Bears" made those stories all but reality to hundreds at a time. One hundred orchestras made ten thousand happy each week. Costume designing, interior decoration, landscape gardening, practical botany and nature study illustrated coming phases of art in our public schools.

Gardening became a part of life as depicted upon the screen. Cement work, measuring walks, finding number of posts needed for a certain fence, serving of a meal and figuring the cost are some of the practical ideas suggested by the film. . . .

Neighborhood schools, day nurseries, community wash-houses, night schools for thousands above school age, all suggested subjects for consideration.

The high school pictures showed forge work, boat-building, making of furniture for the home, preparation of food for the cafeteria, caring for and judging poultry, pruning and spraying trees, as well as caring for and milking a cow.

Art and clay work, archery, a stage upon which a Latin play was being enacted, dramatization of French, German and Spanish, all showed the breadth and possibilities of a well-equipped system. In fact, the speaker said: "The limit lies not with the boys and girls; it lies with the system."

Dr. Francis urged:

That it is a duty to society to conserve child life.

That since the child constitutes a nation's greatest asset, no public investment equals that made in the development of children.

That diversity in children, as in grown people, is fully as pronounced and as important as uniformity and must be reasoned with by those charged with the responsibility of educating the race.

That failure to recognize the widely diverse aptitudes, interests and powers of children has resulted in a loss of at least 75 per cent of the potentiality of civilization.

That self-discovery, self-expression, self-direction and self-sustenance constitute the universal fundamentals, and every child holds a hereditary right to opportunities for coming into his full own in all of these.

What will serve one of his efforts at full development may fail another. It is the business of the schools to find the thing or things that will stimulate, build and sustain each one. It was his firm conviction that, barring subnormal mentality and physical weakness, every boy and girl can be saved to himself or herself and civilization if given the right things, at the right time, and in the right way.

[Had the city of Toledo secured for the Board of Education one-half the sum squandered on a fake university, all the above enrichment of child-life could have been the heritage of the children of Toledo.]

From The Ohio State Journal,
February 10, 1917.

EX-GOVERNOR HARMON AND THE SMITH LAW.

Ex-Governor Harmon's letter to Senator Terrell in which he advises against any tampering with the one per cent law is the expression of a statesman. That law recognizes a principle that should stand in the face of the little inconveniences that it encounters.

If that law had been honestly obeyed as good citizenship demanded, no one would rise today to say ought against it. But the situation is different. The law has been trampled upon and the men who have been guilty of its violation now rise up and demand its repeal. If they had been law-abiding citizens and obeyed the law, there would be very little trouble to complain of. The only trouble with the law is, the tax spenders have refused to make use of it, to relieve the people of their burdens. The only thing to say to these complainers is, go home and all will be well.

[Happily the majority of the legislative members and the Governor held firmly to the view of Ex-Governor Harmon. The cities most persistent in the demand that in some way this law should be made non-effective were Toledo, Akron and Cincinnati. The record of these cities in unwise tax spending, served in a large measure to preserve the Smith Law unimpaired.]

The Case of Scott Nearing

THE UNIVERSITY OF PENNSYLVANIA AND SCOTT NEARING.

Dr. J. William White, a trustee of the University of Pennsylvania, published in the Philadelphia Public Ledger, on Sunday, October 3, 1915, an article in which he made the following statement:

"I found long before this year, that sober-minded, sensible persons, had received from Dr. Nearing the strong impression that he advocated the ruthless redistribution of property; that he believed in the personal iniquity of those who lived on incomes derived from their own savings; and that he thought that the alternative of work or starvation should be presented even to the old, the feeble, and the diseased. I thought my sensible friends had misunderstood him, but the fact that they had been given the opportunity to hear him made me even more doubtful of his fitness to represent the University before the public as one of the chosen expounders of the principles of economics. When such incidents multiplied as years went on, and persons whose good-will and respect for the University seemed to me important were so affected as to lead them to say sometimes angrily, sometimes sorrowfully, that they could not let their boys be exposed to such influences, and said: 'I know, because I heard him myself.' I realized that it had become my duty as a trustee to consider whether his influence on the whole was helpful or prejudicial."

Hon. George Wharton Pepper, also a trustee of the University of Pennsylvania, in answer to a question, replied in the press:

"My own opinion, to which I have no right to commit the Board, is that among his characteristics are sensationalism in the treatment of subjects which require grave consideration, inexorable taste in

selecting the occasion for utterances likely to give offense, and that kind of youthful exuberance that leads a man to conclude that what this weary world is waiting for is frequent *ex cathedra* utterances from him."

Immediately after the dropping of Dr. Nearing, a group of thirty-three Philadelphia alumni, including a number of prominent members of the bar of that city, issued a public statement in defense of the trustees. They said in part:

"The right to freedom of speech, restrained by common sense and common decency is a right to be cherished, and it is a right that has never been trenched upon or abridged by the University of Pennsylvania. There are certain recognized limitations of this right; we know of no better statement of them than that made by Professor Schelling in his recent commencement address at the University. (Quotation omitted.) The rules which Professor Schelling so stated were clearly violated in and out of the University by Dr. Nearing whose intemperance, persistent and astonishing expressions of untested theories, and whose unrestricted condemnation of institutions and rules which form the basis of civilized society, passed the most generous bounds of freedom of speech allowed by any institution and gained for Dr. Nearing a notoriety and discredit which reflected upon the University. The alumni could not fail to perceive this situation and many of them have thought the trustees were slow in severing a connection that subjected the University to continual criticism."

In the public statement made by the Trustees of the University of Pennsylvania, the following paragraph appears:

"When an individual teacher's methods, language, and temperament provoke continued and wide-

spread criticism alike from parents of students and from the general public, who know him only by his public utterances, the freedom of choice in selection of some other person is a right equally as inherent in the board of trustees, legally charged with its exercise by the charter, as is the right of freedom of opinion and thought and teaching in the faculties. And this duty must be exercised for the good of the university as a whole."

* * * *

The Association of American Professors, in the Scott Nearing case—as observed in the recent report of the United States Commissioner of Education—"did not wish to imply that the university teacher is to be subject to no restraints whatever" for the Association Committee said:

"The liberty of the scholar within the university to set forth his conclusions, be they what they may, is conditioned by their being conclusions gained by the scholar's method and held in a scholar's spirit; that is to say, they must be the fruits of competent and patient and sincere inquiry, and they should be set forth with dignity, courtesy and temperateness of language."

The above conclusion was greatly emphasized when at a recent session of university teachers, in New York City, a distinguished professor of Columbia and a leading member of the above committee, was moved to withdraw in protest, following the reckless and what he deemed untruthful statements of "Professor Scott Nearing of the Toledo University."

* * * *

The Rev. L. B. Fisher, head of the Ryder Divinity School, now affiliated with the University of Chicago, in a letter to the **University Leader**, May 5, 1917, said:

"Five minutes listening to Scott Nearing would show why no self-respecting board of university trustees in the world would turn him loose in a class of freshmen."

What shall be said of a group of men posing as "university directors," who

shall employ such a man, and deplete to the extent of a liberal salary the taxation funds belonging to and much more needed by the elementary schools of the city and "turn him loose" not on a class of freshmen but upon a body of young men quite unacquainted with the studies taught in the city high schools?

An Educational Gold Brick.

The publisher of a leading journal in a neighboring state writes that further information relating to the Toledo university "confirms all my former ideas about that educational gold brick and the soap box orator connected with it."

Class Hatred.

Senator Lodge in the Boston Transcript, October 15, 1908, said:

"I regard the attempt to array class against class in this country as making war upon the most cherished principles of the American Republic. The United States have become what they are, because they have given the largest freedom to individual enterprise and ability. The idea that every man who is not a Socialist has closed his ears to the cry of distress is one of the many foul slanders that that party has put forward. . . Without regard for politics, look well to the man who sets class against class, and arrays one occupation against another."

Marat and Scott Nearing.

Elbert Hubbard, in a "Little Journey to the Home of Jean Paul Marat," observes that "Marat fell a victim to his own eloquence. * * * Wealth to him was an offense—he had not the prophetic vision to see the rise of capitalism and all the splendid industrial evolution which the world today is working out. Society to him was all founded on wrong premises, and he would uproot it."

A difference, however appears between Marat and the Toledo professor, for Hubbard tells us that "Marat was so scrupulous in money matters that he would accept no help from the government," while the professor declined to come to Toledo "to stick his finger in public affairs" until assured of a good salary from the public treasury.

(Toledo Times, April 17, 1917.)

"The attitude of the trustees in retaining Nearing betrays a total lack of public interest. Nearing's engagement was a joke. His dismissal from Pennsylvania University afforded sensation mongers a chance and they made the most of it. Nearing was thus well advertised, and one of the bright trustees suggested that an offer to Nearing would be a great advertisement for the Toledo university.

"The suggestion was acted upon, but no one dreamed he would accept, because the trustees could not meet an offer, it was claimed, Nearing had received from another source. What was intended for a bit of clever press agent stuff turned out to be a serious matter since Nearing promptly wished himself on this community.

"As long as he confined his utterances to Socialistic platitudes, no one cared, but when he ridiculed the flag and made light of patriotism, he brought down on his head a shower of protests—not because he had spoken as he did, but because, being a hired teacher of the university, everything that he said that went unchallenged bore a stamp of the university's approval (Toledo municipal approval). And the people of Toledo who are paying Nearing's salary don't approve of him or of his treasonable utterances."

[A knowledge of the standing of the Toledo university would lead any man of attainments, to pause before accepting a tender of employment. Scott Nearing did know and he did pause. He waited until the end of the employment season for a call from some one of the 500 collegiate institutions of a good or fair repute in the United States. No call came and the Toledo university adventure became the only open door for university alliance for his especial field of propaganda.

At the time the tender of employment was made—and now—the so-called university was provided with advertised teachers in economics and sociology, more than ample for all students in attendance educationally qualified for such collegiate work.

Nearing's aptitude for getting into a row and getting himself talked about in the press, appealed to the directors. Incidentally this would lead to the men-

tion of the "university" with which he was connected. In his cavorting about the country, challenging the mention of his name in the press, he has left the trail of "The Toledo University" in Chicago, Cincinnati, Detroit, New York and elsewhere, to the great delight of the directors. It was duly impressed on the city council—the source of municipal university money supply—that the Toledo university must be a wonderful institution to get itself mentioned in the metropolitan press.

His salary should be charged to Publicity and Advertising. Perhaps it is. No one knows for the university makes no report. A five hundred dollar fee secured from a lawyer the legal opinion that the university was immune from all city supervision or control—an **imperium in imperio**.

(From Toledo-News-Bee, May 26, 1917.)

Business Men Protest Memorial Hall Lease.

Ten Toledo men, on request of a meeting of 300 business men and bankers of the 20 counties of northwestern Ohio, protested to Mayor Milroy on Saturday morning against the use of Memorial hall for pacifist or other unpatriotic meetings. The protest was as follows: Charles M. Milroy, Mayor of Toledo.

At a meeting held on Friday, May 25, comprising 300 representative citizens of 20 counties of northwestern Ohio, who were here in response to a call from the government of our country, to consider means of advancing response to the Liberty Loan, instructions were unanimously given that an emphatic protest should be made against the leasing of Memorial hall to those who in this time of national crisis are seeking to obstruct the due processes of our government being exerted in the national defense.

We desire to voice our stand as American citizens, striving to do our part with all other American citizens, against the use of a building dedicated by the people of Toledo and Lucas county to the honored memory of our soldier dead, for seditious attacks on the government or for the purposes of those who are advancing a pro-German propaganda.

We particularly object to the two dates chosen for the un-American purpose, the eve of Memorial day and the eve of registration day, and we demand, in the name of American citizenship, that this historic building be not leased for any such purpose, not alone on these dates, but as long as this country shall be at war.

We agree with you that free speech is a constitutional right, but this does not mean that Memorial hall should be used for meetings the plain purpose of which is to question the course to which our representative government has, by overwhelming majority, dedicated the best efforts of this country.

In common with all our people we are demonstrating our loyal support of our American government and of democracy by not only contributing of our means but by the sterner task of dedicating our sons to the same service.

We protest with all the vigor that is in us that our city administration should not in the most remote degree lend itself to any agitation or agitators tending to increase the dangers for our boys or to embarrass our government in the course to which it is committed.

The situation is too grave, may become very much too grave, for our own people to excuse the palliation, much less the encouragement of anything that savors of sedition.

S. D. CARR, Chairman,
WILLIAM K. TERRY,
F. J. REYNOLDS,
H. C. RORICK,
WILL W. MORRISON,
HENRY C. TRUESDALL,
E. H. CADY,
E. M. ROSENTHAL,
W. A. GOSLINE, JR.,
E. B. CONLISS, Secretary,
Committee.

[If the future historian shall ask, as well he may, the occasion for this extraordinary communication, he will find the answer in the files of the daily press for the preceeding three months.

He will find the so-called Toledo university the articulate voice of all the elements of unrest and dissatisfaction in the community—parading under the banner, freedom of speech.

He will also find—perhaps much to his surprise—that the insistent demand

for large and ever increasing city appropriations for a so-called municipal university, is limited almost exclusively to the hypnotized disciples of a propaganda in social and economic reconstruction, believed by the great majority of the people to be full of peril and danger.]

The position taken in the foregoing protest, endorsed by the G. A. R., the Sons and Daughters of the American Revolution, and by every member of the mayor's cabinet, had received a singular confirmation in a leading address by a distinguished journalist before a convocation of Michigan University Alumni held May 2nd, 1917, and entitled, "Academic Freedom vs. Academic Duty."

As reported in the Michigan Alumnus the speaker said:

"We do not, and we should not, permit any teacher to mould the student mind according to standards condemned by the American people. In effect every teacher is bound to support the Constitution and the Declaration of Independence, and to conform to the social and political principles upon which this nation is founded.

"The nation is the majority, and this majority must not only determine the nation's course of action, but it must and should compel all persons to follow that course of action; otherwise we are not a nation. The nation's power over the individual is absolute, even to requiring his life if need be, and this involves the right and the duty to suppress every activity that does not promote the common purpose. We can tolerate disloyalty in the class room no sooner than we would in a fortress or aboard a battleship.

"These actions are not contrary to the spirit of liberty, but in support of it. The nation is staking its life on a battle for liberty, and it can tolerate no obstructive action simply because such action may be founded on a false plea of academic freedom. The duty to "stand by the President" is shared by all persons and all institutions, and no man can be permitted to interfere with the nation's spiritual mobilization, any more than with the movement of its troops."

The New York Times, January 1, 1916

"THE CRASH OF NEW YORK:

"Professor Scott Nearing seems to have recovered fully from the tortures of martyrdom inflicted on him by the trustees of the University of Pennsylvania in June. He is now teaching economics at the University of Toledo. He is full of faith and activity. 'University students,' he tells his Toledo blades, 'should know how to serve their community. I have come here to stick my finger in public affairs and teach them.' The professor's English is a bit ambiguous, but his courage and his purpose are fine. He proceeded to stick his fingers into—New York—this city of dreadful blight. 'The worst city in the world,' he calls it. Worse than Philadelphia, that unjust stepmother? The professor must be cruel only to be kind. He is warning the wicked for their own good. 'I would predict that the city will crash one of these days. * * * A New Yorker believes that greatness means quantity.' With respect, Professor Nearing, in spite of his gift of habitual understatement, is too severe with New York. It venerates quality; and his especial quality of moderation it will admire until the crash comes and the wide arch of our ranged city falls."

* * *

Toledo Times, March 19, 1917.

Following a meeting in Zenobia hall Sunday night in defense of Dr. Scott Nearing, 500, mostly Socialists and labor unionists, adopted a resolution asking the board of trustees of the Toledo University not to accept Nearing's resignation.

* * *

"These are times when street corner philosophers have no hesitation in proposing for society full-fledged schemes of social organization by their happy thoughts. They would settle all troubles—racial, political, economical, and what not. To them it seems possible to cut loose from the past, and in new departures avoid the mistakes this old world's inhabitants have made from the beginning."

* * *

A Municipal University director three times appointed by the mayor—a former candidate for congress in this district on the Socialist ticket—as early as 1906 declared in a press interview that Toledo was to have the credit of establishing the first municipal university devoted to the propoganda of socialism. The success that has attended his efforts cannot fail to be the source of great personal gratification.

MUST GET CONTROL OF SCHOOL BOARDS.

A Socialistic publication, claiming to represent a "college" created and maintained to deseminate the tenants of "scientific" socialism, contains the following:

"We workers must get control of every school board and board of education in the nation. We must own and control the gathering and distribution of that thing upon which civilization is built.

"To help us attain that end the People's College was born."

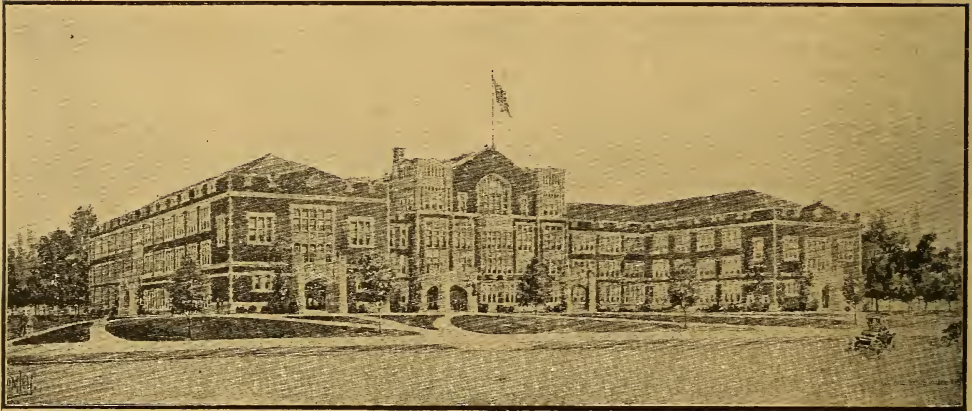
Then follows an emotional appeal to all who sympathize with such purpose, for funds to keep the "college" going.

The Toledo University is relieved from the necessity of such vigorous appeal. The subtle and persistent management has been able to accomplish what has never before been accomplished and largely made possible through the inattention of an inert public. The scheme devised has been an enforced collection from all tax payers in the city. In every center of socialism the country over the Toledo municipal adventure is being watched with lively interest. The above named publication in nearly every number gives prominences to the utterances of the Oracle in Chief of the Toledo University. If like "universities" can be financed in other cities as in Toledo—and the Oracle tells the Woman's Club that he thinks they can—institutions of the type of the People's College will be supplanted by the "Municipal University" and voluntary contributions will no longer be needed.

Is it any wonder that the disciples of the "unrest," radical Socialists, and I. W. W.'s appear on the university mailing list in such numbers that a "professor" can on short notice fill the council chamber or a public hall with clamorers for university taxation at whatever cost to public welfare, or shouters to the exposition of the new social order as taught in the municipal university.

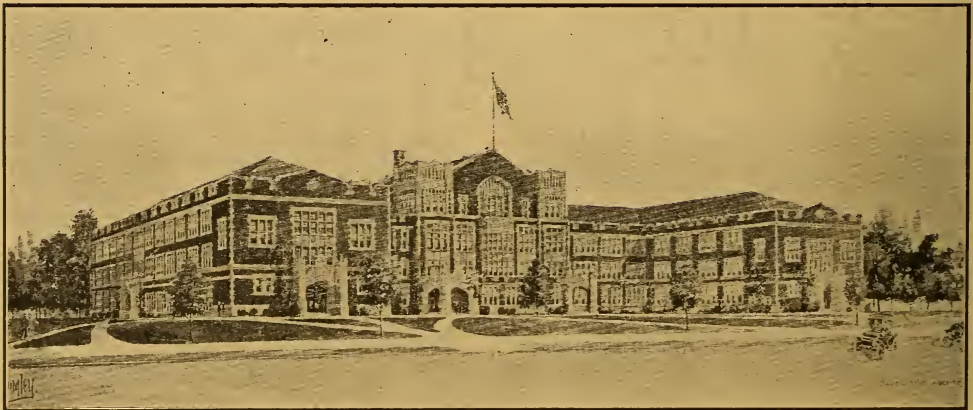
THE JESUP W. SCOTT HIGH SCHOOL TOLEDO, O.

This site comprises a tract of ten acres.



THE MORRISON R. WAITE HIGH SCHOOL, TOLEDO, O.

This site comprises a tract of fifteen acres.



Protect the Elementary and Secondary Schools

In Toledo the annual cost per pupil for full time attendance in the elementary schools does not exceed \$50.00; the annual cost per pupil for full time attendance in the high schools does not exceed \$100.00; the "enrollment" in the so-called Municipal University, reduced to the basis of like full time attendance, indicates an annual cost for each full time student in excess of \$700.00.

The average period of attendance in the "University" of students receiving degrees and diplomas, as shown in the annual exercises held in June, 1917, has been two years; in many cases much less. This at the best is the work of a Junior College. As shown on page 7 it has been necessary to invent new and strange degrees to meet the conditions of unpreparedness and brief attendance.

Edited and Compiled by ALBERT E. MACOMBER

— JUNE 1917 —

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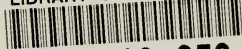


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